



In God's love we believe and achieve



St. Michael's

Catholic Primary School

MFL Policy

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Statement of Intent

St Michael's understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

As part of the requirement to teach KS2 pupils a language, pupils at our school will be taught Spanish. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils' curiosity and deepen their understanding of the world.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 2002

Equality Act 2010

DfE (2013) 'Languages programmes of study'

This policy operates in conjunction with the following school policies:

Behavioural Policy

Equality Policy

Teaching and Learning Policy

Special Educational Needs Policy

English as an Additional Language (EAL) Policy

Aims

By the time pupils leave the school, they will be able to:

Understand and respond to spoken and written language.

Speak with increasing confidence and fluency, find ways to communicate through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Write at varying length in KS2, for different purposes and audiences, using a variety of grammatical structures that they have learnt.

Discover and develop an appreciation of a range of writing in the language studied.

Roles and responsibilities

The Headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment in languages.
- Assisting the subject leader in reviewing and updating this policy.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The Subject Leader is responsible for:

- Working alongside our Primary Language's expert from PLN to discuss curriculum coverage and assessments.
- Carrying out lesson observations to ensure the school's expectations and aims are being adhered to.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.

Classroom teachers are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress at parents' evenings and in end of year reports.
- Undertaking additional training and CPD to improve practice.
- Working with the subject leader to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- Promoting and adhering to this policy and its aims.

The Curriculum

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions, orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjunction of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Cross-curricular links

Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.

History

The history curriculum looks at global events and how these have affected modern life.

PSHE

In PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it.

RE

While studying RE, pupils will be taught about the religions followed in different countries and how religious practices vary in other cultures.

Geography

Identifying countries that speak Spanish and learning about their cultures and locations around the world.

Assessment and reporting

- Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.
- Parents are updated on their children's progress in languages during parents' evenings and in end of year reports.
- The school utilises a mixture of assessment techniques to ensure the abilities of all pupils are effectively evaluated.
- Assessment data is used to support feedback in end of year reports and at parents' evenings.

Planning and teaching

Classroom teachers are encouraged to collaborate and work together alongside PLN expert to ensure continuity between year groups, and that engaging lessons take place.

The subject leader and classroom teachers will use their own expertise to enhance and build on the aims of the national curriculum.

The subject leader and classroom teachers meet to evaluate current planning and teaching practices and whether methods and techniques can be refined and improved for the future.

Planning and teaching are undertaken in accordance with the school's Teaching and Learning Policy.

Classroom teachers will utilise the following teaching methods:

Relating aspects of the language being taught to pupils' existing knowledge

Using a variety of learning activities, e.g. songs, stories, games and role-play

Preparing tasks for pupils to complete individually and in groups

Resources

At the start of the academic year, the subject leader will identify any resources or materials that need to be ordered.

To avoid ordering unnecessary resources or materials, the subject leader will evaluate stock levels and keep an inventory of all relevant resources and materials.

Each classroom has basic resources and materials, e.g. textbooks and dictionaries, which classroom teachers are responsible for maintaining.

Inclusion

The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.

The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum.

Tasks are adapted to ensure pupils of all abilities are challenged.

Pupils with EAL will be supported in accordance with the English as an Additional Language (EAL) Policy.

The subject leader will meet with the member of staff responsible for pupils with EAL to determine what reasonable adjustments are necessary.

Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy: Pupils, SEND Policy and EAL Policy.

Monitoring and review

This policy is reviewed annually by the subject leader and the Headteacher and approved by the Governing body.

The subject leader will communicate all updates to this policy to the relevant classroom teachers.

Policy Reviewed by Mike Volynchook, Chair of Governors in March 2022.

Signed copy available from school office.